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ABSTRACT

A research and development staff consisting of six teachers from various disciplines, together with a school-community advisory committee comprised of members of the business community, parents, and students, was established to research a career education program for Connecticut Regional District 13. Through a literature review and the results of four surveys sent to teachers, parents, students, and industry, it was concluded that: (1) A need and interest for a career education program for Kindergarten through Grade 12 does exist; (2) This program should be integrated into the curriculum; (3) School-industry and school-community cooperation will permit work experience opportunities, provide resource materials, and provide advice, and (4) The program's success will depend on the establishment of curriculum committees, inservice teacher workshops and training, and the appointment of a qualified career education coordinator. General objectives and recommendations for the district are stated, followed by more specific objectives and recommendations for the elementary, middle, and high schools. For each objective, possible methods of implementation are outlined. A 4-phase career education program would include: (1) the development of a positive self-image, (2) awareness of the world of work at the elementary level, (3) vocational exploration for the middle grades, and (4) direct occupational experiences at the high school level. (AG)

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Research and Development Project for the Establishment of Career Education: K-12 in Regional District #13

Final Report

Regional School District #13
Maiden Lane
Durham, Connecticut

June 1, 1972

CONNECTICUT STATE DEPARTMENTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
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CONNECTICUT STATE DEPARTMENT OF EDUCATION
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RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT

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Preface

Based on the needs of society, the trends in the world of work, the impact of technology, and the number of students entering the job market, the school has a responsibility to provide each student with meaningful occupational information and experiences encompassing the world of work.

With the results of the recent high school evaluation Regional District #13 applied for and received a grant to study the need for a career education program in the district.

Two committees were set up, The Research and Development Staff consisting of six teachers from various disciplines and, The School Community Advisory Committee comprised of members of the business community, parents and students.

Four surveys were developed to determine the needs of career education for Regional District #13. The results of these surveys seems to indicate a definite need for career education. The objectives and recommendations were derived as a result of the surveys. Regional District #13 has stated some general objectives and recommendations for the entire district and then has followed these

by more specific objectives and recommendations for the elementary, middle and high schools. Each objective outlines a possible example(s) for implementation. It was the intention of the committee to offer some initial direction and then to encourage teacher innovation to take over at that point.

Acknowledgments

Project Director:
Barbara DiNicola

The Research and Development Staff:
Elaine Juaire--Social Studies
David Gatonska--High School Guidance
Chet Sokolowski--Middle School Teacher
Carrie Hammond--Middle School Guidance
Robert Betterini--Vocational Education
Donald Gates--Business Education

The School Community Advisory Council:
Maurice Arcand
Anna Augeri
Marcia Baker
Etta Brown
Carl Erickson
Dom Ferretti
Russell Fowler
Marie Grace
Mrs. Peter Heyl
Mrs. David Lavine
Michael Lovell
Midge Matheson
Carl Scollo
Merle Swartz
Joe Venuti

Student members of the School Advisory Council:

Ginger Corona
Louisa French
Carol Bugai
Vernon Lee
Laura Giemza
Kim Berten

Philosophy of Career Education

It is the belief of Regional District #13 that career education should encompass a meaningful learning experience which provides a student with a greater understanding of himself, an awareness of his capabilities and personal qualifications; and should provide the resources necessary to stimulate and guide the student to choose wisely from a wide range of options in the world of work and in meeting the challenge of his choice of life style.

Summary Page

The Research and Development Staff was established to initiate research into the formulation of a career education program for Regional District #13 (K-12) which would meet the needs of the students and community. An Advisory Council, consisting of parents, students and businessmen was formed to advise the Research and Development Committee.

In order to determine the need and interest for career education programs for Regional District #13, surveys of the students, teachers, parents and business/industry of the area were conducted.

The Research and Development Staff through the literature, surveys and advice of the Advisory Committee concludes that:

1. Regional District #13 does have a need and interest for a career education program in K-12.

2. Students, parents, teachers and business/industry agree that a program in career education should be integrated into the curriculum.

3. Business, industry and the community is willing to cooperate with the schools by providing resource materials, work study or experience opportunity; and by serving in an advisory capacity.

4. The success of such a program will be dependent on the establishment of curriculum committees, workshops and inservice training for teachers, and the appointment of a qualified career education coordinator.

On the basis of these conclusions the Research and Development Staff has developed objectives and recommendations for the elementary, middle and high schools. The three phases would include: 1.) the development of an awareness for the world of work at the elementary level, 2.) the opportunity for the exploration of the world of work at the middle school level, and 3.) direct occupational experiences in the world of work at the high school level. A fourth phases would be the development of positive self-image.

Background and Setting

This project was developed to initiate research into the formulation of a career education program for the district which would meet the needs of the students and community.

Durham and Middlefield are similar towns. Both have long rural traditions, although they have become increasingly suburban as agricultural acreage has been absorbed by housing, schools, roads, watersheds, business, and recreation projects. Both towns have established industrial commissions to encourage industrial and business development, but they remain predominantly residential, exporting labor, particularly to Middletown, but also to Meriden, Wallingford, Hartford and New Haven.

The total population of the Regional 13 District was an estimated 8,800 in 1971. The last census reflected a population of 8,731. The population of the district has been relatively stable over the last three years, but has increased over thirty per cent in the last ten years.

During the fall of 1971, the staff of Coginchaug Regional High School conducted a self-evaluation of the services and programs

available to the student body in preparation for an evaluation by the New England Association of Secondary Schools and Colleges.

As the result of this evaluation, it was found that:

1. The school program was not serving the needs of more than fifty percent of the student body.

2. The guidance and counseling services were not adequately providing vocational programs, services, or experiences to adequately prepare students to make realistic vocational decisions.

3. The middle and elementary schools were not providing career awareness and exploration programs.

4. Research on community needs was not available.

5. Follow-up studies on graduates was not adequate.

6. A more comprehensive study of the needs of the students was necessary for utilization by the building committee in preparing for an addition to the school.

The objectives of the Research and Development Staff were the following:

1. Study and research techniques for the identification of the occupational aptitudes and interests of students in Regional School District #13.

2. Study and research methods and techniques for the development of career education programs for Regional District #13.

3. Establishment of a school-community advisory committee to survey the needs of the community and student body.

4. Orientation of the faculty and community to the vocational needs of the students.

It is the intention of the committee that career education in Regional District #13 become an integral part of the total school curriculum for all students to develop an awareness of themselves and the occupational world at the elementary level, provide opportunity to explore fields of occupation in the middle grades, and provide direct occupational experiences on the secondary level which best meet the individual's needs and interests of the students.

Method

After the approval of the Regional District #13 grant, a Research and Development Staff was formed from interested members of the school system. This group then proceeded to put together a school-community advisory comiittee composed of representatives of the Regional District including parents, business members and students. The Advisory Committee was set up to help survey the needs of the community and students and to make recommendations for program development.

The Research and Development Staff proceeded to study the current literature and research in order to reach an understanding of developments in the field of career education. The committee wrote to various states in search of information from school systems and knowledgeable groups already involved in career education. They read articles and books related to the subject and visited several schools and attended meetings involved with career education.

As this proceeded, the Research and Development Staff, with the aid of the advisory committee, constructed different surveys

which were sent to teachers, parents, students and business/industry. The surveys tried to measure the need and interest for career education in the District and to compile community resources.

After collecting and tabulating the results, it was agreed that all groups surveyed expressed a need for career education in Regional School District #13. General objectives and recommendations were formed as the result of the evaluation of the surveys, the research by the members of the research staff, and advice of the advisory committee.

To construct the objectives and recommendations for programs on the elementary, middle, and high school levels, the Research and Development Staff was divided into three groups. The three groups researched independently and met with the whole committee periodically to discuss each stage of development. The four meetings were held with the Advisory Committee.

Finally, the research report was organized and printed, and copies were distributed to all individuals involved directly or indirectly with this project. A secretary was hired to type and correlate the final report.

Findings and Analysis and Conclusions

Perusal of the existing literature and programs had revealed a large source of available materials that could be utilized to identify students occupational aptitudes and interests.

The committee directed their efforts to measure objectively the occupational attitudes, needs, and interests of the students in grades seven to twelve, parents, business/industry and teachers by distributing separate questionnaires.

The results of all the surveys, in part, helped to establish the importance and need for a career educational program in Regional District #13 for K-12. More specifically, the collection and interpretation of the student survey indicated the following: statistically every response of the numbered items of the instrument were answered overwhelmingly in the affirmative, (i.e. for every item on the first two pages [see appendix] which, incidentally, were written emphasizing the positive aspect of career education did, indeed, elicit a positive reaction by a margin on an average of 75 per cent in agreement).

The conclusion which may be drawn from the last page (see

appendix) of the survey, which asks that the students select up to three job clusters in which they intend to pursue after graduation, indicated three areas of special interest, namely Public Services Occupations, Health Occupations, and the Construction Occupations.

The statistical results of the parents, teachers, and business/industry surveys parallel the result of the student survey. On an average, nearly 90 per cent of the parents answering the survey replied in the affirmative with all the numbered responses. Moreover, on the parent survey, the question: "The school curriculum should familiarize every student with the many kinds of work people do and how they interrelate to produce goods and services.", elicited a positive response by a factor of 95 per cent. The question referring to career education covering grades K-12 received the lowest percentage of the numbered items of those in agreement but tallied an impressive 75 per cent in agreement.

Interestingly enough, 95.4 per cent of the parent, and 97.3 per cent of the business/industry surveys agreed overwhelmingly that job success often depends upon characteristics other than intellectual ability; and that career education should develop such attitudes as responsibility, cooperation, pride in one's work, initiative and ability to accept authority. The Research and Development Staff feel that the results to both of these questions speci-

fically, has substantiated our belief that the community is most certainly in agreement with the students, educators and administrators that career education content be implemented in our curriculum. In only one instance, in any of the surveys did we tally a negative response to a question. This appeared in the business/industry survey where some skepticism was generated to the response that career education begin in kindergarten and extend through adult education in Regional District #13.

Thus, one may conclude that the results of all the surveys has overwhelmingly substantiated the premise that Regional School District #13 collectively is ready to accept the challenge and responsibility of implementing a career education program in our school district.

Some of the Advisory Council members have expressed a willingness to continue on in an Advisory Council. State workshops attended and survey results indicate that before Regional District #13 can embark upon a Career Education Program that workshops and in-service programs for the professional staff are mandatory if the program is to be implemented successfully.

Recommendations

General Objectives

1. Present pertinent occupational information about the world of work in order to familiarize students with the wide variety of work people perform.

2. Develop within the students an understanding of the interrelation and the interdependence between the materials produced and the services performed.

3. Provide both the youth and adults with the knowledge, ability and/or skill to select a career field and to adapt their skills to changing needs, technology and their own interests.

4. Develop within each student an awareness of the variety of career options and the constancy of change in the world of work due to technological advances and shifting demands of the consumer.

5. Promote the development of such desirable attitudes as responsibility, cooperation, initiative, pride in one's work and acceptance of authority.

6. Provide students with a broad, multi-faceted educational experience with emphasis on critical thinking, problem solving, resourcefulness, and autonomy.

7. Assist students to see the relevance between between the academic curriculum and their occupational goals.

8. Aid each student to develop an awareness of his own self-worth by providing him with the tools and the opportunity to evaluate his own strengths, weaknesses, aptitudes, interests and needs so that he can more realistically assess the many career options available in the world of work.

9. Provide each student with opportunities to explore these careers which he feels are most suited to his interests, capabilities and needs.

10. Instill within each student an appreciation of the dignity of all occupations and an attitude of respect for all people whose work contributes to the welfare and effective functioning of society.

11. Identify and develop opportunities for direct and vicarious experiences in several occupational areas.

12. Develop within the students the ability to decide whether to enter immediate employment in an appropriate occupation and/or to pursue further education.

13. Develop within the student the ability to make wise use of his leisure time.

General Recommendations

1. Establish a committee of educators from Regional District #13 to plan and initiate a comprehensive program of career education which would encompass grades K-12 with an advisory committee of members of the community, industry and the student body.

2. Investigate availability of financial aid from local, state and federal agencies.

3. Investigate and compile a reference of available resources within the schools, community and state which would complement and enhance a curriculum in career education.

4. Provide occupational information and counseling to each student throughout his school career in Regional District #13.

5. Devise and/or obtain evaluative instruments which would enable the students, guidance personnel and teachers to evaluate more accurately each student's interests, potential, aptitudes, abilities and level of maturity.

6. Provide an ever-widening scope of work study and work experience programs to give students a more direct and realistic acquaintance with the world of work.

7. Establish a systematic re-evaluation of the adopted career education curriculum with the help of local, state and federal agencies to insure an up-to-date program.

8. Plan a series of in-service programs and workshops to orient teachers in Regional District #13 to accept the philosophy of career education and to structure classroom activities to meet the objectives of the proposed curriculum.

9. Extend the concepts of the practical arts (for example: Industrial Arts, Business Education, Home Economics) to include grades K-12.

10. Appoint a coordinator of career education for Regional District #13.

11. Establish a job placement office which will provide community youth with counseling, career planning, job entry placement and part-time work.

12. Develop a youth volunteer program which would direct students into such programs as student teacher aides, hospital and recreation volunteer work.

13. Develop opportunities for students to relate their interest, aptitudes and abilities to leisure time activities.

Elementary School Behavorial Objectives

The student:

1. Shows continued progress in the development of desirable attitudes toward work--e.g. acceptance of responsibility, cooperation, initiative, pride in his work, punctuality--by maintaining established standards of achievement and performance in his daily school assignments and tasks.

2. Demonstrates a growing awareness of the world of work by his ability to list and give pertinent data about a.) occupations of his parents and other members of his family; b.) occupations within the school structures; c.) the retail firms and main industries within his community; and d.) services available to his family.

3. Expands his occupational awareness and develops motor skills through direct involvement in the "world of work" by assuming on a regular contracted basis such tasks as custodial responsibilities within a classroom, clerical duties in school office or library, participation in planned class projects.

4. Shows an understanding of the reasons for working by listing five to ten reasons for the need to have a job.

5. Shows a growing awareness of his own opinions, values and attitudes by answering objectively and evaluating through discussion, self-appraisal questionnaires and listing orally or in written form reasons for personal preferences or rejections of certain occupations.

6. Demonstrates growth in his occupational vocabulary by a.) associating words with equipment he has studies, seen or used; b.) illustrating occupation terms; c.) recognizing occupations from visual and/or auditory clues; d.) using the new vocabulary in written assignments and oral discussion in subject areas.

7. Shows a developing awareness of his own uniqueness by his willingness to use available resources to find out about occupations which interest him and to formulate opinions about his own suitability for these occupations.

8. Shows an understanding for the need of education and training for occupations by investigating educational requirements of occupations which interest him.

9. Demonstrates a knowledge of and an appreciation of the tasks performed by service occupations and community workers by listing a specified number of benefits derived from such a service--e.g. benefits to individuals, families, and communities gained from a mailman's service.

10. Shows an awareness of the interdependence of all workers by showing in visual form--graph, chart, disgram, dramatic play--the chain of workers involved in providing a service for his family, school or community.

11. Displays an appreciation for the value of the arts in the life of man by a.) learning the available art programs in the local area; b.) sharing his experiences gained through family trips; c.) listing the occupations involved in producing such programs; d.) listing reasons for the need of these facilities; and e.) direct involvement in several phases of class plays, musical programs and art projects.

12. Exhibits a knowledge of the main industries in Connecticut and/or New England by a.) sharing his research in this area; b.) recognizing products made in these localities; and c.) knowing degree of distribution outside this area.

13. Shows an understanding of the role of technological development in industry by tracing the change in the manufacturing procedures, demand, shape and use of a particular product.

14. Shows a growing skill in filling out accurately informational forms by writing correctly pertinent data on such forms as school information sheets, test forms, subscription applications.

15. Demonstrates a growing understanding of the relevancy of school subjects to the world of work by listing a designated number of occupations related to a completed study unit in mathematics, social studies, science and language arts.

Elementary School Recommendations

We recommend that:

1. Teachers of the primary grades be educated in the different facets of career education through in-service programs and developmental workshops under the direction of an expert in the field.

2. A committee of teachers develop job packets which students can or may perform to give them an awareness of the world of work within the confines of the school.

3. Units of study for each grade level be developed which would extend each student's vocational vocabulary, promote his general knowledge in a field of work, and create a situation which would compel a student to form an opinion about his likes and dislikes in a given field of work.

4. With the help of special area teachers and/or resource people in the community, teachers organize manipulative projects which would give students experiences pertinent to the creation of a product and/or provision of a service.

5. A career education resource center be established within each school to motivate students to initiate independent research into careers that might interest them.

6. Self-appraisal questionnaires be developed by the classroom teachers to encourage students to formulate opinions and to develop desirable attitudes and values about the total world of work.

7. The interdependence of all workers be emphasized at each grade level with increasing depth of understanding.

8. The arts become a more integrated part of the total primary curriculum under the direction of qualified personnel.

9. All materials for career education and developed units of study be systematically reviewed and evaluated to insure their relevancy to the times.

10. Lessons in career education be incorporated into the subject areas.

11. Students be provided with frequent opportunities to investigate the types of work performed within the community through field trips, to discuss personal and individual experiences in observing people at work, and to view demonstrations of work performed by resource people from the community.

12. Questionnaires be devised which would guide students in learning about the work performed by their parents and other family members both within and outside the home.

13. Teachers and students plan bulletin boards and displays of the tools of work representative of the community.

14. The students be provided with the opportunity to determine their share of responsibility at home and in school and with the instruments to evaluate their performance in carrying out these responsibilities.

Middle School Behavorial Objectives

The student:

1. Shows an understanding of the world of work by investigating careers through meeting and talking with persons from the community involved in various fields of employment.

2. Demonstrates an understanding of the world of work through investigating and assessing different careers from resources.

3. Shows an understanding of specific data concerning a particular career by being able to research the skills and education necessary for success and advancement in that particular career.

4. Exhibits a knowledge of the broad occupational career clusters by identifying the relationship of how one area of employment is affected by another related area.

5. Demonstrates a growing awareness of themselves by investigating the personal characteristics necessary in a particular career which interests them.

6. Shows a growing awareness of his opinions, attitudes, values and interests by taking part in group and individual conferences.

7. Shows an understanding of the essential requirements of employment which influences one's pay check by sharing his knowledge with his class through discussions.

8. Demonstrates a knowledge and appreciation of several points of view regarding employable characteristics--a.) punctuality, b.) honesty, c.) responsibility, d.) initiative and e.) successful career development--by writing a paper, giving demonstrations and classroom interaction on why these specific characteristics are important in the world of work.

9. Demonstrates the understanding of a career cluster by identifying the job families which make up that particular cluster.

10. Expands his occupational awareness and knowledge for securing employment in the world of work through role playing activities.

Middle School Recommendations

We recommend that:

1. A committee of interested teachers and parents participate in workshops given by experts in the field of career education.

2. The services of an expert in the field of career education be made available and under his direction the committee of interested teachers and parents conduct an in-service workshop or program for the teachers of the district.

3. Career labs be set up and continually up-dated in each middle school so the students will have material available for research as well as being able to pursue their particular interests.

4. A list of interested and willing speakers be made available to the schools for classrooms or assembly programs.

5. Arrangements be made through a planned program of field trips to several places of employment (i.e. Middlesex Memorial Hospital).

6. Resources be made available for developing multi-media library for career education.

7. During the middle school grades the students have the opportunity to investigate at least nine occupational clusters.

8. Self-appraisal questionnaires, aptitude tests, interest inventories etc., be made available to encourage the student to formulate the personal characteristics necessary in preparing him to make realistic decisions.

9. Career education should be an integral part of all subject areas.

10. A program of work exploration within the realm of the middle school should be formulated.

High School Behavorial Objectives

The student:

1. Should strive realistically to appraise his interests, abilities, aspirations, values and personal traits in relation to probable occupational choice by the use of inventories and counseling.

2. Should strive to develop an understanding of one or more job areas by identifying job families and characteristics within broad occupational clusters that meet his needs.

3. Should be able to identify and compare occupational areas in terms of future demand, self-satisfaction, nature of the occupation and its contribution to society by comparing his understanding of the field of work as compared to those successfully employed.

4. Should develop his comprehension of the need for basic communication and mathematical skills for successful entry into the world of work by completing forms and oral communication.

5. Should be able to develop the ability to identify the relationship between subject matter of the classroom and what is done in the world of work by demonstrations, role playing, written reports, debates, panels etc.

6. Must be provided with the opportunity to participate in satisfactory exploratory experiences in school and in the community by taking part in work study programs in the practical arts and applied science areas.

7. Should be encouraged to maintain continuous contact with the school through interviews, questionnaires and on the job visitations to provide the school with information for evaluation and follow-up programs.

8. Will be helped to gain a better understanding of himself and his goals by providing him with professional guidance services.

High School Recommendations

We recommend:

1. That career education be continued in the high school curriculum so that every student will have a meaningful experience leading to a greater understanding of the world of work.

2. That career education not be a fragmented part of the curriculum but rather become an integral part of the whole educational experience with periodic evaluations.

3. That a vocational guidance program be established to include comprehensive testing, follow-up, individual counseling and job placement.

4. That occupational programs be implemented immediately into the curriculum. Such programs could include work experience, vocational training, distributive education, cooperative education and industrial education.

5. That parents, educators and members of career advisory committees be educated to the different facets of career education through in-service programs and workshops.

6. That a co-operative program be implemented with community colleges, hospitals, vocational trade schools, industry and business.

7. That the extensive use of multi-media materials, field trips, guest speakers etc., become an integral part of the career education program.

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APPENDIXES

STUDENT SURVEY FOR CAREER EDUCATION

PHILOSOPHY: It is the belief of Regional District #13 that career education should emcompass a meaningful learning experience which provides a student with a greater understanding of himself, an awareness of his capabilities and personal qualifications; and should provide the resources necessary to stimulate and guide the student to choose wisely from a wide range of options in the world of work and in meeting the challenge of his choice of life style.

	strongly agree	agree	undecided	disagree	strongly disagree
1. I believe we are living in a changing technological society which should necessitate a change in our current curriculm K - 12.	64.	2		9.	5
2. I believe that the school curriculm should familiarize every student with the many kinds of work people do and how they interrelate to produce goods and services.	82.	8		5.	8
3. I believe every student should be given the opportunity to become acquainted with career and vocational choice.	94			5.	2
4. I believe the school should make use of persons within the community, who have experience in occupations.	77.	9		6.	7
5. I believe that career education is not a single specific program, but rather that it become a part of the total educational experience.	63.	4		11.	2
6. I believe attitudes and values useful for an individual in the world of work should begin during his school years.	79.	9		7.	2
7. I believe that the students of Regional District #13 should have the opportunity to select and participate in work experience programs.	86.	6		3.	4
8. I believe that my educational career goals agree with those of my parents.	50.	3		24.	8
9. I believe that available industrial, business, public service and health occupations personnel should make themselves available to assist the schools for career education.	75.	7		5.	8
10. I believe in order to implement a career education program for Regional District #13, a committee consisting of members of the community, educators, and students, should be continued.	69.	5		6.	1

Student Comments: _____

_____

_____

STUDENT SURVEY FOR CAREER EDUCATION

	yes	no	undec.
1. I expect to graduate from high school.	87.1	1.8	
2. I plan to go on to further education.	63.2	1.7	
3. I know what I want to do when I graduate from high school.	54	20.4	
4. I would enroll in career oriented courses in my area of interest if they were offered.	70.3	10.7	
5. I feel that a career education program is needed in Regional District #13.	86.6	8.5	
6. For the students who think that they may go to work directly upon leaving high school, do you think the high schools should assist you to:			
a. discover and understand your employment interest and abilities.	71.4	13.2	
b. enter, if you wish, vocational and technical education courses in addition to those in general education.	65.4	12.5	
c. understand the type and rate of change in jobs and industry.	74	9	
d. understand how to locate and apply for jobs.	83	9.8	
e. include courses which would result in salable skills and which would lead to a career choice.	78.9	7.1	

Within each business, industry and profession, a number of job titles are used (more than 40,000 for the entire country). The general occupational listings below cover broad topical areas which include many different occupations of which a few are listed below.

Select up to three which you intend to or hope to enter upon leaving or completing high school and letter them A, B, and C, to show your first, second, and third choice.

Business and Office Occupations

clerical
secretarial
record system and control
administrative
business ownership

Transportation

land transportation
water transportation
aerospace transportation
pipeline transportation

GRADE_____

Marketing and Distributions Occupations _____
marketing buying
business promotion
sales and services
physical distributions

Construction Occupations _____
design contracting
land development
fabrication and installation
interior
landscaping

Agr-Business and Natural Resources Occupations _____
Petroleum and related products
mining and quarrying
fisheries and wild-life
services processing and marketing

Public Services Occupations _____
social and rehabilitation
courts and corrections
urban development
financial education
police and fire defense
post office public utilities
highways public transportation
public health labor affairs
parks and recreation

Hospitality and Recreation Occupations _____
environmental management
community services
human development
mobility
health care

Fine Arts and Humanities Occupations _____
Fine arts Humanities

Environment _____
soil and mineral conservation and control
pace and atmospheric monitoring and control
environmental health services

Communications and Media occupations _____
Audio-visual publishing
language
broadcasting
line communications

Manufacturing Occupations _____
design
materials
production
distribution
research

Marine Science Occupations _____
Commercial fishing Aqua culture
underwater construction and salvage
marine biology marine transportation
marine exploration

Health Occupations _____
health services administration
health information systems
health services delivery
dental science and services
pharmaceutical services
medical sciences and services
biological science and technology
mental health emergency services
illness and retardation

Personal Services Occupations _____
cosmetology
barbering
physical culture
mortuary science
household pet services

Consumer and Homemaking- related Occupations _____

development and control of physical man-made environment
forest-range-shore and wildlife conservation and control
water resource development conservation and control

PARENT SURVEY

39

PHILOSOPHY: It is the belief of Regional District #13 that career education should encompass a meaningful learning experience which provides a student with a greater understanding of himself, an awareness of his capabilities and personal qualifications; and should provide the resources necessary to stimulate and guide the student to choose wisely from a wide range of options in the world of work and in meeting the challenge of his choice of life style.

	strongly agree	agree	undecided	disagree	str. disagree
1. The school curriculum should familiarize every student with the many kinds of work people do and how they interrelate to produce goods and services.	95.	5		2.	5
2. Career education should extend through the current school curriculum of K - 12 into Adult Education Programs.	76.	5		11.	2
3. The school curriculum should include courses which would result in salable skills and which would lead to a career choice.	92.	3		3.	6
4. The curriculum should draw upon community personnel as resources for a career education program.	85.	2		5.	1
5. Career education should provide both youth and adults with an opportunity to adapt their skills to changing needs, technology, and their own interest.	95.	4		2	
6. Career education would not force individuals into a specific area of work, but expand his ability to choose wisely from a wider range of options.	93.	5		4	
7. Career education is an integral part of the total education program.	92	5		3	
8. Career education should include a program of frequent evaluation of the aptitudes, interest and ability of each student.	85.	8		5.	6
9. My son/daughters educational experience should enable him to select a career field.	89.	7		4.	1
10. The student of Regional District #13 should have the opportunity to select and participate in work experience programs.	91.	8		4.	1

(see other side)

	SA	A	U	D	SD
11. A program of career education should develop such attitudes as, responsibility, cooperation, pride in one's work, initiative and ability to accept authority.	95.	4		1	
12. The available community, industry, business, and health occupational enterprises should share a partnership with the schools in developing career education.	87.	9		4	
13. In order to organize a career education program for Regional School District #13, a committee consisting of members of community, educators and students should continue as an advisory group.	93.	9		1.	5
14. Periodic evaluation of a career education program should be made with the help of local, state and federal agencies.	87.	3		4.	2

I am experienced in the field of _____ and would be available to the school as a resource person.

Parent Comments: _____

PUBLIC SERVICE-BUSINESS-INDUSTRY-HEALTH OCCUPATIONS CAREER EDUCATION QUESTIONNAIRE

PHILOSOPHY: It is the belief of Regional School District #13 that career education should encompass a meaningful learning experience which provides a student with a greater understanding of himself, an awareness of his capabilities and personal qualifications; and should provide the resources necessary to stimulate and guide the student to choose wisely from a wide range of options in the world of work and in meeting the challenge of his choice of life style.

	strongly agree	agree	undecided	disagree	strongly disagree
1. I believe that the responsibility of career education should be completely in the hands of the school teachers and administrators.	8.	1		89.	2
2. I believe that we are living in an age of change and technological development which necessitates an ongoing change in our school curriculm.	94.	7		2.	6
3. I believe that career education must be implemented in our present school system and become an integral part of general education for everyone.	88.	6		5.	7
4. I believe that local industry, business, health occupations, and public service occupations must be included in the formulation of policy resulting in curriculm change on a regular basis.	81.	6		7.	9
5. I believe that career education should begin in kindergarten and extend through adult education in Regional School District #13.	16.	7		53.	3
6. I believe that the content of career education should be so designed that the major thrust be centered on the student's aptitudes, interest, ability, and level of maturation.	89.	2		0	
7. I believe that the career education of our youth should be guided by educators in conjunction with community personnel, state, and federal agencies.	88.	6		2.	9
8. I believe that job success often depends upon characteristics other than intellectual ability, i.e. positive attitudinal and moral responsibilities.	97.	3		2.	7
9. I believe that the school should provide students with specific technical courses directly related to a salable skill and/or employment.	80.	6		11.	1

see other side)

	SA	A	U	D	SD	
10. I believe that the school should provide every student with a broad, multi-faceted educational experience with emphasis or critical thinking, problem solving, human resourcefulness, and autonomy.	94.	4		2.	1	
11. I believe that business and industry should be willing to accept students in work study programs as part of career education.	91.	7			0	

My organization would be interested in the following: (please check)

_____ Serving on an advisory committee for work study.

_____ Providing guest speakers.

_____ Permitting student visitations.

_____ Donating materials for career education.

_____ Accepting students in a work study program.

Name of Organization _____

COMMENTS _____

_____

_____

TEACHER SURVEY FOR CAREER EDUCATION

PHILOSOPHY: It is the belief of Regional District #13 that career education should emcompass a meaningful learning experience which provides a student with a greater understanding of himself, an awareness of his capabilities and personal qualifications; and should provide the resources necessary to stimulate and guide the student to choose wisely from a wide range of options in the world of work and in meeting the challenge of his choice of life style.

	strongly agree	Agree	Undecided	Disagree
1. The school curriculm should familiarize every student with the many kinds of work people do to produce goods and provide services.	97.5			.8
2. Career education should be a part of the school curriculm K through Adult Education.	67.8			17.4
3. The school curriculm should train students in salable skills which would lead to more appropriate career choices.	79.5			5.7
4. The curriculm should draw upon community personnel to supplement and strengthen a career education program.	94.8			
5. Career education should provide both youth and adults with an opportunity to adapt their skills to a changing technology.	95.8			
6. Career education should not force individuals into a specific area of work, but expand his ability to choose wisely from a wider range of options.	96.7			.8
7. Career education should become an integral part of the total education program.	72.4			12.6
8. Career education should include frequent evaluation of aptitudes, interest and abilities of each student.	86.6			1.7
9. The students of Regional District #13 should have the opportunity to select and participate in work experience programs.	92.4			.8
10. A program of career education should develop such attitudes as responsibility, cooperation, pride in one's work, initiative and ability to accept authority.	94.9			.9
11. Community enterprises such as public service, industry, business, and health occupations should share in developing a career education program.	93.3			

	sa	A	U	D	sd
12. In order to organize a career education program for Regional District #13, a committee consisting of members of the community, educators and students should serve as an advisory group.	83.	5			.8
13. Periodic evaluation of the career education program should be made available with the help of local, state and federal agencies.	89.	7		1.	6
14. Student's aptitudes, interest, ability, and level of maturation should dictate the content of career education.	82.	5			.8
15. Job success often depends upon characteristics other than intellectual ability, i.e. positive attitudes and a sense of responsibility.	97.	4			
16. I believe career education should be incorporated in all subject areas.	62.	1		16.	4
	YES		NO		Und.
17. I would be willing to help implement a career education program in Regional District #13.	43.	7	16.	8	
18. I would be willing to help implement a work study program.	35.	4	19.	5	
19. I would be interested in taking students on career oriented field trips.	71.	1	9.	6	
20. I would be willing to involve community personnel to assist in implementation of a career education program.	58.	8	10.	5	

Comments:

Responses to the Business Survey Statement:

"My organization would be interested in the following:"

A. & B. Waterproofers
Donating materials for career education
Comments: I believe somewhere, somehow most students are not grasping the following basic needs: the need to follow directions or orders, the need to remember the need to realize work is dignity. I feel they are not getting the fundamentals so essential to everyday living. They are weak in basic math and are unable to understand, due to lack of basic skills, in reading, talking and comprehension.

Aetna Insurance Company
Providing guest speakers
Permitting student visitations
Comments: If distance to Hartford were not a barrier, we would consider accepting students in a work study program. B. Klingel-Manpower Coordinator

Dr. Robert Agranov and Dr. Douglas Agranov, Optometrists
Serving on an advisory committee for work study
Providing guest speakers (possible)
Permitting student visitations
Comments: Career education must be a changing program and must be flexible. Occupations change, and if you start a kindergarten student towards a given occupation, by the time he is ready to graduate, that occupation may be extinct, or in very low demand. I think guidance must be given with the idea always in mind that a student often does not know what he wants in life until he reaches the college level.

American Education Publications/Xerox Company (Dr. William R. Manning
Serving on an advisory committee for work study
Providing guest speakers
Permitting student visitations
Donating materials for career education
Accepting students in a work study program

City Savings Bank of Middletown
Permitting student visitations
Accepting students in a work study program

Colonial Press, Durham
Serving on an advisory committee for work study
Providing guest speakers

Connecticut State Employment Service
Serving on an advisory committee for work study
Providing guest speakers
Permitting student visitations
Donating materials for career education

Connecticut State Welfare Department, Middletown
Serving on an advisory committee for work study
Providing guest speakers
Permitting student visitations
Accepting students in a work study program

Connecticut Yankee Atomic Power Company
Permitting student visitations
Donating materials for career education

Conmwood Inc.
Serving on an advisory committee for work study
Permitting student visitations
Comments: A round table discussion between educators and businessmen would be helpful at this point to provide both groups an opportunity to more fully understand what is involved in putting this concept into practice. S. H. Perkins

The Cooper Thermometer Company
Serving on an advisory committee for work study
Providing guest speakers
Permitting student visitations
Donating materials for career education, depending on cost factor
Accepting students in a work study program, depending on cost factor

Doolittle Funeral Service, Inc.
- Permitting student visitations

Extension Service, University of Connecticut, Haddam Connecticut
- Providing guest speakers
- Permitting student visitations
- Donating materials for career education
- Accepting students in a work study program (if funds are available)

First Federal Savings and Loan of Madison (Durham office)
- Serving on an advisory committee for work study

Dr. John Flanner
- Serving on an advisory committee for work study
- Permitting student visitations
- Donating materials for career education

Friendly Ice Cream Shop
- Serving on an advisory committee for work study
- Providing guest speakers
- Permitting student visitations
- Accepting students in a work study program

Hartford National Bank and Trust Company
- Permitting student visitations

Itken's, Middletown
- Serving on an advisory committee for work study
- Donating materials for career education
- Accepting students in a work study program part of the year
  - Comments: We have accepted students on the college level for study programs, they did not really want to work--motivation is lacking.

J. W. Rogers, Inc.
- Accepting students in a work study program

Loring Studios
- Providing guest speakers

Lyman Farm, Inc.
- Serving on an advisory committee for work study
- Providing guest speakers
- Permitting student visitations

Marine Historical Association, Mystic Seaport
- Providing guest speakers
- Permitting student visitations
- Accepting students in a work study program

Meriden Grain and Appliance Company
- Serving on an advisory committee for work study
- Permitting student visitations
- Donating materials for career education
- Accepting students in a work study program

  Comments: Retail management and sales and appliance repair would be the field in which we might aid in orientation. Ken W. Hare

Middlefield Tool and Die Inc.
- Permitting student visitations
- Donating materials for career education
- Accepting students in a work study program

Town of Middlefield, Selectman's Office
- Permitting student visitations

Middletown District Nurse Association
- Providing guest speakers

Middletown Savings Bank
- Providing guest speakers
- Permitting student visitations
- Accepting students in a work study program

City of Middletown Water and Sewer Department
- Permitting student visitations

Middlesex Community College
- Serving on an advisory committee for work study
- Providing guest speakers

  Comments: Sounds like a very worthwhile venture. Best wishes. We need this.

Middlesex Memorial Hospital
- Serving on an advisory committee for work study
- Providing guest speakers
- Permitting student visitations
- Donating materials for career education
- Accepting students in a work study program (within reason and with proper student motivation and interest)

Petrolane, Northeast Gas Service, Inc.
Permitting student visitations
Comments: The nature of our business (i.e. handling a hazardous product) makes it a company policy to allow no one under 21 to work in our plant or to handle equipment. However, the office and accounting procedures, or the service side of the business might be of interest to some.

Royce Instruments, Inc.
Serving on an advisory committee for work study
Donating materials for career education
Comments: I believe we are in too many areas putting on the taxpayer a load that should be borne by the individual.

Sears, Roebuck and Company
Providing guest speakers
Permitting student visitations
Accepting students in a work study program (conditional)

W. A. Parsons Company
Serving on an advisory committee for work study
Permitting student visitations
Donating materials for career education
Accepting students in a work study program

Alfred Wakeman, Industrial Design, Plastics Engineering and Processing
Serving on an advisory committee for work study
Permitting student visitations
Comments: Many of the most rewarding careers are not found on a list of career titles. Emphasis K-12 should be on a discovery and development of an ability to be interested in and excited by something; identifications of the limits of (?) "something"; and putting a tentative title on that "something" only at grade 12.

Responses to the Parent Survey Statement:

"I am experienced in the field of_____,
and would be available to the school as a resource person."

1. Accounting--Earl S. Glenny
2. Administration, warranty--James S. Downing
3. Advertising--Dulcianne Vye
4. Architecture--George Anee and Jerome Stefani
5. Art--Bruce E. Hart Associates
6. Art--Dulcianne Vye
7. Aviation, commercial
8. Biochemistry
9. Biology, cell
10. Bookkeeping
11. Business--Manufacturing Insurance Theatre, John Sibly
12. Business management--W. J. Manchester
13. Camping--Mrs. Frederiksen
14. Chemistry
15. Construction--Allen Roberts
16. Construction--Mr. Carmen Scollo
17. Construction, building--Thomas Ryan
18. Construction of buildings--John E. Augeri
19. Consulting, food--George Carr
20. Contracting--John E. Augeri
21. Data processing--Walter Pietrustra
22. Drafting--Donald Desjarlais
23. Drama--Dulcianne Vye
24. Education--J. Colin Pushee
25. Education--Mal Pearce
26. Education--Art teacher at Central Middle School in Middletown
27. Education, business
28. Education, business office--Mr. and Mrs. Patrick Pbauf
29. Education, elementary and special--Mrs. Eugene Bozzini
30. Education, nursery and kindergarten
31. Education, nursery school--Mrs. Joseph Coreey
32. Education, physical--Patti Anne Vassia

33. Electricity--Mr. Carmen Scollo
34. Engineering
35. Engineering--Mal Pearce
36. Engineering, design and development--Fred Carpentino
37. Engineering, industrial--Mr. Anthony J. Franco
38. Engineering, industrial--Ira Kerschner
39. Engineering, sanitary (water pollution control)
40. Food, nutrition and catering--Barbara and Alex Wallach
41. Government--Greg Curtis
42. Government, town--Ira Kerschner
43. Guidance--Rosemary Lynch
44. Health, education, and welfare--James Feiney
45. Heating, ventilation, and air-conditioning, commercial
46. Industrial design
47. Industrial electronics--Robert A. Smith
48. Industrial electronic systems--Maurice Poirier
49. Industrial relations (personnel)--C. A. Caffrey
50. Insurance--Arthur A. D'Amato
51. Insurance--Robert F. Noel
52. Keypunching--Maureen Platt
53. Machine operation--Robert W. Turner
54. Machine rebuilding
55. Machine-tool fabrication--Del Cade
56. Management, commercial--G. Chanah
57. Management of land--S. H. Pekins
58. Manufacturing
59. Marketing--Marvin Lindquist
60. Mechanics, diesel engine--Timmy and Priscilla Mztarthy
61. Medical laboratory technician--Mrs. Stuart Anderson
62. Medicine (nurse)--Mrs. Frank Klotsko
63. Microfilm--G. Chanah
64. Military science and management--Charles Donahue
65. Music--Arthur A. D'Amato
66. Music
67. Natural resources--Greg Curtis
68. Nursing (R.N.)--Bobbi Anderson
69. Nursing--Mrs. Carol G. Banack
70. Nursing--Mrs. George Sullivan
71. Nursing, psychiatric--Margery Stahl
72. Planning, campus, regional and urban--Mrs. Frederiksen
73. Printing--Maurice and Mary Jane Arcand
74. Product design--Donald Desjarlais
75. Psychiatry
76. Psychology (B.S.)--Bobbi Anderson

77. Records systems--G. Chanah
78. Recreation--Patti Anne Vassia
79. Retail management--Bill Cahill
80. Sales management
81. Science
82. Secretary
83. Surveying, land--David A. Bascom
84. Teaching--Mrs. Kenneth Angiletta
85. Teaching--Rosemary Lynch
86. Teaching
87. Telephone industry--G. Chanah
88. Telephone management--Philip A. Rich
89. Therapy, speech and hearing--George Anee and Jerome Stefani
90. Tool and die making
91. Trucking--Timmy and Priscilla Mztarthy
92. Vocational education--Steven Kotowski
93. Vocational education--Davis Wenblow
94. Wook working--Robert W. Turner

Parent Comments From The Parent Survey

1. Being a life long resident of this town, being educated in our school systems, and now having four children attending our schools, I feel no child should graduate from District #13 without knowing where he or she is going career-wise after graduation, or completion of some type of educational program. I believe our town has an obligation to its students to develop a career program and I feel we can successfully develop such a program.

2. I would hope that such a program would be constantly kept abreast of changes in job qualifications and duties and not present the student with a biased, unrealistic, stereotype of what a specific job entails or who is able to do a specific job. Example: the current trend toward men becoming nurses.

3. I agree with the concept, and will await further information with interest. Please, I beg you, do not overlook the arts in your considerations--the creative impulse is often overlooked in the press of technology and business skill. Let us both be realistic and imaginative in providing options for our children who are as varied as they are numerous.

4. You are to be greatly commended on your career education project. It is something that has been long needed and at last seems to be materializing. I think a basic change in educational philosophy (i.e. viewing a college education as a panacea is at last being dismissed). Other alternatives are being explored. Individual planning, diversity and flexibility may be the keynotes for future educational programs. If I may be personal, I'd like to see more credence given the type of program my husband and I have planned for our son (always allowing for modification, of course). After high school graduation one year living in Italy as a jewelers's apprentice followed by one year at the Gemological Institute.

This offers him a diversity of cultural and educational experience while also preparing him for a career (a strong must in our personal philosophy, and the main area in which our current system fails). May your project be successful.

5. Much of the true and enduring significance of this project will be determined by the definition of career. Experience has proved that it is easy to relate work with dollars and a career (in a small sense), and the result is a technical school.

6. When we were in high school only one day a year was devoted to career choices. There was never enough time to visit every representative of every field you were interested in. Consequently you already had to have a fair idea of what you wanted to do or you were lost and really didn't take it seriously. It was just another opportunity to goof off. If these opportunities are offered more frequently to the students they might take them more seriously as a normal course of events and see the advantages of preparing at an early age for something they really want to do. I also feel there should be great emphasis on fields of environmental control, forestry, conservation and agricultural careers. Being a rural community, Durham has the open spaces and farms and forests for extremely educational outdoor classrooms and for field trips in these fields. We would be well ahead to use these things while we are lucky enough to still have them.

7. I think, as a parent, that this whole idea would be a very worthwhile program.

8. How does this program affect the basic skills which the student must develop during his term in school K-12?

9. Although the questions on this survey are worded in a way so that you either strongly agree (SA) to all or you strongly disagree (SD) to all, I feel the field of career training has been neglected for many years and would like to see less emphasis on the college bound and more interest and guidance given those interested in the "trades".

10. I am glad to see a group of local people interested in career education for our children and I wish this group much success.

11. All basic courses in the sciences and humanities should be maintained and available each semester to enable the student to meet his college requirements. All the career education programs in the world are worthless if a student's choice of academic subjects are not supervised by a knowledgeable counselor.

12. This sounds like an excellent start to help our Coginchaug Regional High School students on the way to finding new and different rewarding careers. In our changing and complex society our students will and do need this advantage of help in choosing a career.

13. I strongly believe that the children coming out of high school who do not care to or can afford to go on to college should be equipped to earn a living after completing 12 years of schooling. More or at least as much time and effort should be spent with these children as is spent with the ones going on to additional schooling. I may be right, it seems there are more children who have to go out and earn a living after completing 12 years of schooling than after 16 years. These children become the backbone of the nation and deserve the best. The 12 year student who has had a good curriculum and paid attention is all around smart, whereas--do you know anyone who has had schooling up to his ears and might know everything there is to know about one subject but does not know how to change a fuse or tighten a screw?

14. We found this questionnaire extremely difficult to answer on a complete K-adult education basis. It seems to us the needs at one phase are completely different from the needs of another. The question of career education is a necessary one, however, the fundamental attention should be placed on English, Math and Science. Extra reading and math workshops seem far more desirable than chess classes, popular music classes, photo classes, etc. These supplementary courses seem more suitable for after school activities.

15. At 17 and 18 years information on careers is fine but at that age decisions on the same are questionable.

16. I do not think we should become a vocational school, however, I think the college student is getting by far the best preparation. I would be willing to help as much as my time permits.

17. There should be a minimal amount of bureaucratic organization. Career programming should be coordinated with the regular academic program, not displacing it, but complementing it.

18. Great!

19. I would be extremely happy to see a career education program instituted at Coginchaug Regional High School that could prove to both students and parents that college is not the end-all-be-all for everyone not the certain key to success.

20. The above mentioned items should have been the order of education now. We do not need more facilities, and expense to do this as this can be done with the present facilities.

21. The institution of a career education program would be a worthwhile addition to the curriculum and should be of great benefit to the students.

22. Too much emphasis is being placed on going to college. Too many college graduates around now who are not trained to earn a living and who do not know what to do. We need more technicians.

23. I am not sure that any program can develop attitudes as listed in #11, but I do know that if an individual is happy in his work, that these attitudes will be positive. If the individual is in the wrong field poor attitudes can result.

24. Seems like a worthwhile program--but get some meat into it. So often these endeavors are confined to films and tours.

25. I am against starting any new programs for the Regional District #13.

26. It is felt that career-vocational type education is best taught and administered in the state supported regional vocational-technical high schools. Generally this should then be followed by 2 additional years in a technical college or two-three years in an apprenticeship program.

27. I see a tremendous need for career education and counseling in K-12. It will be a real step in the right direction for Regional District #13.

28. I have the opportunity of working with young college students and feel strongly that an individual should apply his talent to the needs of his community or state, be it as a lawyer or as a plumber.

29. I resent this survey because the statistics will be used to "show" us our need for added facilities--how can I honestly answer this, knowing it will be used against me, as I am against higher taxes. You will have to "make do" with what you have, as we do at home--we do not like being poor and I would like a pool, a fabulous building, etc., but right now I "make do". And it can be done. In first grade they teach "farm"--they usually visit a farm and a child decides to become a farmer. In second grade they teach "fire department" etc. In high school let the students work outside parttime or after school, learning is incidental, not added on!

30. The school is not expected to provide all educational experiences which would enable individuals to acquire saleable skills. However, it should be able to arrange the availability of these experiences. The concept of community must be expanded before the geographic boundaries of the district.

31. I feel the youngsters should be encouraged to think more definitely about their careers at an earlier age, perhaps nineth grade or so. Too frequently the student is a senior and still has no idea at all what he wants to do. This indecision is most frustrating for parents, especially when there are several children in the family.

32. I believe that it would be very helpful if some of the curriculum were directed toward assisting students in gaining self-knowledge in all of its' manifestations--not just in career orientation. Somehow the schools are going to have to reverse the common notion that students who do not go on to college are failures. Obviously, parents need the most reorientation on the subject, but I believe many schools contribute to this position. This study would appear to be a step in the right direction.

33. Career education should include a course in public speaking as an elective.

34. All high school children have too much time on their hands; in school there should be no study halls at all. When classes are done send them home, do not allow them to hang around in the halls etc. Another thing, classes are much too short.

35. Students do not need to know the answer to the question: "What shall I do?", but they must know the answer to: "Who am I?". If career education can help you adults be individuals in an ever increasing dehumanized and technological society, then it should be instituted. However, if it is only to show students how to fit into society, in the slots society has provided, then another approach must be found.

36. We are more than interested in the education for our five children. Thank-you for your inquiry of us, and we were most happy and honored to reply.

37. I feel quite strongly that there should be a course in high school, for girls as well as boys, in home improvement where they would learn to repair minor things around the house. (For example--clean a sink drain, repair faucets, replace washers in faucets, repair light switches, replace fuses for electrical systems, paint, replace and repair door latches--all the little things that go wrong around the house.) As well as learning minor repairs, the student should have a basic knowledge of the automobile.

38. We strongly endorse a program of career orientation and related vocational educational areas, especially with the amount of state and federal help available.

39. What is being proposed is startling in view of the fact that the educators have pushed education to the point of non-relevance as to the youngsters' needs. Fifty per cent of their time in high school is wasted by students. At age eighteen to twenty, how can they adjust to life's responsibilities after being subjected to high-priced babysitting?

40. This program is badly needed.

41. Everything possible should be done to steer our children in the right direction in selecting the right career for their particular apptitudes and interests.

42. By the eighth grade a student should be evaluated as to whether he or she belongs in a trade educational program. If so, guidance toward a trade school training should be provided. The regular high schools are not, and need not be, equipped to give the best education in these fields. It is, rightly, the job of the state trade schools. Turning out college-course students with no further education available is such a waste. Some knowledge of family ability (i.e. financial) perhaps should be considered in guiding a student in his choice of subject. Too often the student's choice is made because of another person's choice.

43. I consider that education has always been career oriented to the degree that it helped each student understand himself and become socialized. I think much of the current rhetoric about "career education" is the nonsense prattle of the newest fad. Education should be for life, a career is only one aspect of that. To concentrate on teaching saleable skills is to gear the enterprise for instant obsolescence. There is much in the "career education" talk that leads exactly opposite to the talk of a few years ago about "teaching students to live in a changing world".

44. I think summers should be definitely utilized. A variety of subjects could be offered that is not offered during the school year, or that the student cannot fit into his schedule. This would be especially beneficial for outdoor endeavors.

45. Making the students aware of the many job and career possibilities is a vital part of their education. Major career fields should be broken down so the students become acquainted with all aspects and possibilities in these fields.

46. I feel a program such as this would be most worthwhile for any student, so many students need this type of guidance.

47. As a new parent and a new member of this community it is very reassuring to find that this community is striving to rebuild the educational system which will, and has so far, fail our young.

48. Neither of us are skilled in any one occupation, therefore we want our children to have opportunities we never had.

49. I am not sure career education is that necessary in the lower grades, but by the seventh grade it should be definitely initiated to help the kids in looking for careers.

50. Enthusiasm, not coercion, should be employed and the available opportunites should not be graded in terms of best versus worst, nor should any interest be stiffled.

51. A student should be able to do some "on the job" work in his selected career with a professional from time to time to evaluate his or her progress.

52. Like many of the projects initiated by this district, this questionnaire represents another un-objective piece of work.

53. I feel very strongly on this subject although my check marks are luke-warm. I believe career educational facilities should be available, partly as an end in themselves. Very few teachers or students can determine what a child will enjoy working at for the rest of his life. I studied journalism because I enjoyed writing. Few people stay in the field they pick in school. I had an aptitude for journalism yet it really was not to be. Teachers can only evaluate potential. I could have made a journalist. Career education should be casual and not a career choice. The study of journalism did not hurt me, but it did not help me in my final choice (nursing). Career education should not continue from K-12. It could easily be twelve years wasted. Nursing did not appeal to me when I was in school.

54. We feel that all of these ideas are constructive and should be followed.

55. I feel that there should be a program so that the students could see actually what a day in the field of their choice would be like, and what fields would produce the best chance of a rewarding employment.

56. You included everyone except the labor unions--why?

57. I would like to see more of the progressive system in the Durham schools, such as they have in other schools in the state. Maybe this questionnaire will lead to that.

58. I believe a more thorough study of this program should be made with parents and willing participants before any decision is made. This could be done with a well organized and planned series of conferences. It certainly is something that can not be decided by a group of a few people based on the answers to this survey. There is much more involved than just answering the questions--who is to conduct the necessary meetings? How many more teachers are necessary to conduct this program? What does it do to the regular schedule of classes? How many children at the age of seventeen to nineteen know what they want to do?

59. I feel strongly that narrow preparation for the labor market is not the school's function; that is a constrictive approach to human beings, and the role of the school is to expand a human being's vision, perception and understanding. School should not prepare for jobs but for life. The two are not synonomous; a person (or school system) that thinks the two are synonomous has not been educated himself. The fact that the majority of people see it as the same thing contributes, I believe, to much of the anxiety, pressure and disturbing state of mental health in our society. I am suspicious of what a career education program could deteriorate into.

60. I have strong feeling for the necessity of career education for young people as well as adults. For young people it is necessary for guidance toward meaningful and satisfying employment and, just as important, necessary awareness of the roles and interrelationships of the various people in the community. As for specific skills, this training would be a plus. In the form of a work experience program (perhaps even during summer recess) it could provide invaluable first hand evaluation for and of the individual. Career education for the adults of the community could help residents stay in tune with the changing emphasis for skills and the general aspects of the technology changes.

61. I feel very strongly that students should be given an education that will eventually head to a career. I do not feel that every child should be subjected to this curriculum, it should be a matter of choice.

62. If I were a professional I would help in anyway. Students need to know more and have some useful trade when they graduate today.

63. I feel that up to now there has been too much emphasis on a child's going to college. Not all children with high intelligence quotas need go to college in order to find their lifetime occupation. Many young adults are pushed into college, thinking they will find what interests them there. They go through college, receive their degrees and still they do not know for sure what interests them. A career education program would help the student to recognize what sparks his interest and how to pursue his training in that field. I feel that a program such as this would be beneficial to the majority of students involved.

64. The size of the community limits the vocational resources available. The entire spectrum would require going outside the local community. I assume the program works with the co-operation of Vinal Technical School.

65. My opinion is that every student, when graduated, should be equipped for at least one trade or skill. General or college curriculum students without further education are not capable. To accomplish this result would entail a complete rethinking of our present system. Granted the student should have the freedom of choice, but he must make a choice and not flounder from art to woodworking, and not spend enough time and effort in any one subject to become accomplished.

66. How about earlier aptitude tests, rather than just in later years of high school, to give parents and/or the child perhaps some idea of which way to head in junior high, and to uncover hidden or latent interests and abilities. I do not mean math, English etc., tests of academic skills. I mean questionnaires and tests to uncover aptitudes, and abilities and interests in the career fields. In other words, emphasis (and agreement with) of point number two of your accompanying letter which came with this questionnaire.

67. An awareness of employment in varied fields is part of the responsibility of our education system. More contact must be made between school and industry, or other forms, for active employment so that students may decide, with a greater degree of direction, what they wish to do in the future.

68. It is reassuring to know that our sons and daughters will have the exposure to many of the opportunities that exist today (and in the future) in the working fields. Maybe with this effort we will have happier adults.

69. Having raised five children to be what I hope are free thinkers (i.e. you can be whatever you want to be, career-wise, if you are willing to work for your goal) only one of the five has shown a definite desire toward a specific career field. It would seem that only a truly dedicated individual in a given field can influence students toward that field. Unfortunately there are very few truly dedicated people in industry and business today to "share a partnership" for the benefit of students. Your aims are admirable.

70. From my own personal observations it is quite evident that neither primary nor secondary educational programs equip the student with the tools necessary to succeed in the business world. This can be evidenced by the many training programs which exist in nearly every company in the country. Seldom does the student make the transition from the theoretical atmosphere of the educational institutions to the reality of the business community without difficulty. I feel the collaboration of industry, the community and the student will help to ease this transition and as a result benefit all parties involved. What you propose can be a tremendous step if it receives the commitment of our community. You have mine. If I can be of any help, please contact me.

71. I feel it is important to make the individual aware of the many different careers available to them, and to help them as much as possible. There was nothing of this type in Durham when I was in school and it was not until I had worked several years in an office and then joined the Air Force that I felt it possible for me to do anything besides office work. There are so many more opportunities now than even a few years ago that I feel it is very hard for youngsters to make a sound decision without solid guidance, which of course should begin in school. There have been too many really talented people that I have seen end up working in factories, and part of the responsibility must go to the lack of school guidance in the past.

72. Good opportunity for our children. Wish it had been done in our school time twenty years ago.

73. I think this study is a good idea and much will be gained from it.

74. Although the use of community personnel and local businesses etc., as resource people would be beneficial, I wonder how much time these busy people, concerned with their own affairs, can devote to giving meaningful, thorough and comprehensive information to the student.

75. I certainly think a program of career education is much needed and should certainly be established and maintained; it should give the child some sense of direction when he comes to decide on his life's work.

76. We are most fortunate to have received this grant. I am in complete agreement with most of the objectives and proposals. However, I think work is optional before courses. In view of the limits within the district, people from outside the community should be used as resources wherever possible. The purpose of this career education program must be to assist young people by exposing them to people satisfied and productive in a particular occupation. Our purpose should not be to train students, but rather to help them find success and fulfillment in a career. I hope that advisors from all careers can assist the committee.

77. I think the interests of the students in the direction of occupation should be stressed, rather than presenting only the traditional occupational alternatives and hoping the student will fit into them. Students should be encouraged to create job concepts of their own.

78. I have taught in Middletown for the past nine years and would like to help toward the philosophy of meaningful learning experiences here in Durham. I am familiar with the mistakes made towards pupil orientation and I am delighted that here in my little town of Durham, careful thought and consideration and planning are under way to help meet the needs of the students for adult life.

79. Beware of career stereotypes, stick to real jobs.

80. Lack of this kind of educational training has long been a gripe with me. I will be glad to help in any way I can.

81. Those who decide to take up a trade or a skill should not be looked upon as inferior students. With the college situation as it is, one should be equipped with something to depend upon after completing grade twelve.

82. As a mother of three children ages one, six, and seven, I found it very hard to answer your questionnaire dealing with goals of career guidance. Rather than answering the questions I have taken the liberty to express my feelings about this in a less formal way. First of all I hope you will conscientiously and with an open minded approach implement a program that will develop in all three of my children several basic things, and I quote Elizabeth Duncan Koontz:

1. That all students be they male or female, be given an awareness of their own potential.
2. That all students learn the need for and see the possibility of having "a sense of dignity and pride in their jobs".
3. That all students come out of the program with the confidence that "with hard work they can move upward".

As parents of three children, two of whom are girls, both my husband and I feel that under the present system of education in Middlefield, the girls have very little chance of attaining the above goals. This is not a problem common only to Middlefield and we recommend that you familiarize yourselves with a publication of a study of the Ann Arbor, Michigan school system entitled Let Them Aspire, May, 1971. I have a copy of the study here and can loan it to you for a few days only, since it is not mine. We ask you to give the girls the awareness and confidence that they can really feel free to choose to be such things as engineers, computer programmers, stock brokers, auto mechanics, appliance salesmen, school principals, store managers as well as homemakers, teachers, nurses or secretaries. The freedom of choice is the main thing but it will be a difficult thing to implement if the various industries they might visit or read about employ a predominantly male group of people. We ask you to make a concentrated effort to overcome this ingrown bias in our culture and socio-economic structure. This will require innovative thinking and approaches to your project and I feel confident that you can accomplish this end.